



January 11, 2002

SLD-Form 471
c/o Ms. Smith
3833 Greenway Drive
Lawrence, Kansas 66046

To Whom It May Concern:

Florida Community College (FCCJ) is applying for reimbursement of telecommunications costs under the Federal E-Rate program on behalf of eligible students who are served on FCCJ campuses by FCCJ. The appropriate Certification Form 471 has been filed electronically and the supporting documentation, including Form 471 Block 6 and worksheets, is provided herein. Please see attachment A for statutory definitions, many of which are referenced in the following text, and attachment B for explanation of the instructional programs.

Florida Community College (FCCJ) is the Lead Education Agency (LEA) in Duval County as described by Florida law, F.S. 239.105 (21). It has been operating classes for the eligible students since 1968 and receives state and federal funds as the LEA.

FCCJ's eligible populace includes Adult Studies students and Vocational Technology (VocTech) students (see F.S. 239.105 (6), (23), and (27)). Neither of these programs awards college credit since all instruction is at or below the 12th grade level. In Florida, adult general studies and/or vocational technical studies are offered by the school districts in some areas of the state and in other areas, are offered by the community college. FCCJ has been providing instruction for these students since 1968. School districts and community colleges offering this level of instruction are paid the same, operate under the same statutory guidelines, have the same reporting requirements and are subject to state audit for FTE reporting.

The e-rate eligible students represented in this application fall into three types of students: 1) students enrolled in the Duval County Public Schools and attend middle or high school but also attend FCCJ campuses for special programs designed to prepare them for college; 2) adult general education students who receive instruction at or below the 12th grade level; and 3) vocational technical students who receive instruction at

or below the 12th grade level (non-college credit job preparatory courses). These students are served through the FCCJ Adult Studies School and the Vocational Technical Schools located at three different campuses. Each of these schools has a discreet billed entity number. FCCJ also has identified campus, buildings and classrooms utilized by these students and these documents are retained for audit purposes.

The method utilized for collecting eligibility data was a direct student survey, which comports with the requirement for economic disadvantage as determined by family income equal to 150% of the family income levels established by the Census Bureau for determining poverty status. The poverty guidelines established by the U.S. Department of Health and Human Services in the Federal Register, Vol. 64, No. 52, March 18, 1999, pages 13428-13430. Student names and social security numbers currently attending the Duval County Public Schools who are also participating in these special assistance programs (CROP and Upward Bound) are on file at FCCJ, as this is a state requirement (economic disadvantage) for FCCJ to serve them during the year. All other students were surveyed. Since survey forms were distributed during class, the survey results rendered a reliable return rate. The economic disadvantage rate for each billed entity was based on the student eligibility rate. All surveys are retained for audit purposes.

FCCJ meets CIPA requirements. Each site has an acceptable use policy and the 479 forms were collected and remain on file for audit purposes. FCCJ participates in the FIRN network for telecommunication transmissions.

We look forward to working with the SLD and participating in this program. Your point of contact at FCCJ for this application will be Mr. Kem Siddons, Associate Vice President of MIS & Decision Support. He can be contacted at ksiddons@fccj.org and/or 904-997-2990.

Thank you for your consideration of this application. We look forward to your positive notification advising FCCJ of our eligibility to participate in the program on behalf of the students we serve.

Sincerely,

Dr. Steven R. Wallace
College President

CC: Jeb Bush, Governor, State of Florida
Jim Home, Secretary of Education, Florida Board of Education
Charlie Crist, Commissioner of Education, State of Florida
Lila Jaber, Chair, Florida Public Services Commission
Julia Johnson, Member, Florida Board of Education

FCCJ - SLD-Form471 (Cont'd)
Page 3

Attachments:

Attachment A: Florida Statute 239.105

Attachment B: Programs of Instruction Delivered to Eligible Students

Attachment A
(To the 471 Application
dated January 11, 2002)

Florida Statute 239.105

- (1) "Adult basic education" means courses of instruction designed to improve the employability of the state's workforce through instruction in mathematics, reading, language, and workforce readiness skills at grade level equivalency 0-8.9.
- (2) "Adult ESOL" or "adult ESL" means noncredit English language courses designed to improve the employability of the state's workforce through acquisition of communication skills and cultural competencies which enhance ability to read, write, speak, and listen in English. ESOL means English for Speakers of Other Languages. ESL means English as a Second Language. The two terms are interchangeable.
- (3) "Adult general education" means comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages, vocational-preparatory instruction, and instruction for adults with disabilities.
- (4) "Adult high school credit program" means the award of credits upon completion of courses and passing of state mandated assessments necessary to qualify for a high school diploma. Except as provided elsewhere in law, the graduation standards for adults shall be the same as those for secondary students.
- (5) "Adult secondary education" means courses through which a person receives high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the General Educational Development test.
- (6) "Adult student" is a student who is beyond the compulsory school age and who has legally left elementary or secondary school, or a high school student who is taking an adult course required for high school graduation.
- (9) "Basic literacy," which is also referred to as "beginning adult basic education," means the demonstration of academic competence from 2.0 through 5.9 educational grade levels as measured by means approved for this purpose by the State Board of Education.
- (10) "Beginning literacy" means the demonstration of academic competence from 0 through 1.9 educational grade levels as measured by means approved for this purpose by the State Board of Education.
- (18) "Functional literacy," which is also referred to as "intermediate adult basic education," means the demonstration of academic competence from 6.0 through 8.9 educational grade levels as measured by means approved for this purpose by the State Board of Education.

Attachment A (Cont'd)

(To the 471 Application dated January 11, 2002)

Page 2

(19) "General Educational Development (GED) test preparation" means courses of instruction designed to prepare adults for success on the five GED subject area tests leading to qualification for a State of Florida high school diploma.

(21) "Local educational agency" means a community college or school district.

(22) "Local sponsor" means a school board, community college board of trustees, public library, other public entity, or private nonprofit entity, or any combination of these entities, that provides adult literacy instruction.

(23) "Vocational certificate program" means a course of study that leads to at least one occupational completion point. The program may also confer credit that may articulate with a diploma or degree career education program, if authorized by rules of the Department of Education. Any credit instruction designed to articulate to a degree program is subject to guidelines and standards adopted by the Articulation Coordinating Committee pursuant to s. 229.551(1)(g). The term is interchangeable with the term "certificate career education program."

(26) "Vocational-preparatory instruction" means adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0-8.9) or higher so that such persons may pursue certificate career education or higher-level career education.

(27) "Vocational program" means a group of identified competencies leading to occupations identified by a Classification of Instructional Programs number.

(29) "Workforce literacy" means the basic skills necessary to perform in entry-level occupations or the skills necessary to adapt to technological advances in the workplace.

Programs of Instruction Delivered to Eligible Students

Adult Studies Programs

- **ABE** - adult basic education: The purpose of this program is to provide basic literacy and life skills for adults who are performing at or below the eighth grade level for successful employment and citizenship. The instruction develops basic literacy in all areas of knowledge.
- **GED** - general educational development: The purpose of this program is to prepare students for academic and personal success through obtaining the necessary skills required to pass the Official GED Test and be awarded a State of Florida High School Diploma. This program strives to motivate students not only to obtain a GED hut also to utilize the acquired skills in the workforce and to achieve career and vocational training and job placement success.
- **AHS** - adult high school: The purpose of this program is to prepare students for academic and personal success through obtaining the necessary credits required to successfully earn a high school completion diploma. This program strives to motivate students to utilize the acquired skills in the workforce and to achieve career and vocational training and job placement success. This program framework is correlated to the Sunshine State Standards for grades 9-12.
- **ESOL** - English for speakers of other languages: The purpose of this course is to provide English language instruction for limited English proficient adults, which will increase their ability to communicate in English. The content is compatible with principles of language acquisition for adult learners of English and includes skills useful in workplace, life and academic applications. **Skills** are integrated into reading, writing, **speaking** and listening formats.
- **VPI** - vocational preparatory instruction: This program provides basic reading, writing, and mathematics instruction for students performing at or below the 12th grade level who are enrolled in or are enrolling in a vocational training program.

Vocational Technology Programs

- **PSAV** – postsecondary adult vocational: This program curriculum is made-up of non-college credit job preparatory courses. The delivery of instruction for courses in this program is at or below the 12th grade level, depending upon the functioning level of the occupation for which the student is training.

Attachment B (Cont'd)

(To the 471 Application dated January 11, 2002)

Page 2

Special Programs for Public School Students

- **College Reach-Out Program (CROP)**
 - **FAME**
 - **GRADS**
- **Upward Bound:** This program serves students who are low income and need encouragement and motivation to complete secondary school and enroll in a postsecondary educational program. The program provides instruction, tutorial assistance and other support services to students during the summer and academic year. Students are brought onto FCCJ campuses where they receive these and other services in laboratories and classrooms. Students are tested in the career and assessment centers to chart progress and identify problems. Counseling, advising, career exploration, cultural activities and parent workshops are held.

Strategic Technology Plan

Florida Community College @ Jacksonville

This document is the comprehensive 2002 Strategic Technology Plan for Florida Community College @ Jacksonville, Florida. The purpose of this strategic plan is to ensure the continued growth and advancement of the College's technology environment, secure its leadership position, and continue the establishment of a dominant competitive advantage in its higher education marketplace. It will serve as the primary framework for all technology initiatives and projects for the initial five year period contained herein and subsequent years as amended.

Robert J. (Rob) Rennie, Ph.D.
Vice President, Technology
& Chief Information Officer

June 2002

Table of Contents

Index of Figuresxx
Foreword.....	xxv
Introduction: Executive Summary	1
Chapter 1: Technology Strategy	5
Purpose.....	5
Perspective	5
Three Traps	7
Initiatives-Based Planning: Empowerment, Technology, and Innovation	9
Technology Rich Environment: The Enablement Model	10
An Agile Architecture: Multiple Platforms	11
Strategy Simplified: 10 Points that will Drive Success	12
Summary of Strategy	13
Chapter 2: Technology Vision	15
Vision Statement	15
Mission Statement	15
CIO's Charge Statement	15
Technology GOAL 1: Achieve and Maintain an Educational Focus	16
Technology GOAL 2: Technological Currency and Ubiquity of Resources	16
Technology GOAL 3: Technological and Organizational Agility	17
Summary of Vision	17
Chapter 3: Technology Architecture	19
Enablement Model:	19
Sun Enterprise System:	22
IBM Mainframe System:	22
Dell Poweredge Server Farm:	22
Shared Resources:	22
Summary of Architecture.....	25
Chapter 4: Management and Structure.....	27
CIO's Office.....	29
Educational Technology	29
Applied Center for Instructional Design (ACID)	30
Digital Multimedia Authoring Center (DMAC)	32
Advanced Computing Systems (ACS).....	32
Network Design and Support Team (WAN Crew)	33
MCCS Tech Support	33
Management Information Systems (MIS) / Decision Support	34
Data Systems.....	34
<i>Applications</i>	35
<i>Operations</i>	36
<i>Data Base Administration</i>	36
Systems Programming	37

Telecommunications Support	38
E-SYSTEMS Technology	38
E-Systems Development and Integration	39
Data Base Administration	39
Collegewide Web Team	40
Management and Structure Summary	42
Chapter 5: Collegewide Technology Initiatives	43
College Goal I — Prepare students for distinctive success in the Global Information Age	43
College Goal II — Optimize Access to and Participation in College programs	64
College Goal III — Elevate “Customer Service” to a Level Unsurpassed in Higher Education	79
College Goal IV — Respond Quickly and Effectively to the Human Resource Needs of Employers	85
College Goal V — Enhance Institutional Performance and Accountability	93
Summary	105
Chapter 6: Environment	107
Introduction	107
Enterprise System (ORION)	107
Data Architecture	109
Portals	113
E-Systems Applications	118
Systems Integration	119
Network Architecture	120
Local Area Network (LAN)	120
Wide Area Network (WAN)	120
Metropolitan Area Network (MAN)	120
Server Computing Systems	121
Wireless	122
Client Computing Systems	123
Network Intrastructure	123
Telecommunications	126
IP Telephony	129
IP Video Conferencing	129
Smart Classrooms	131
Summary of Environment	131
Chapter 7: Fiscal Resources	133
Collegewide Technology Funding	134
Technology and the College budget	134
Overall Emphasis on Educational Technology	135
Capital Expense	136
Distributed Technology Funding	137
Putting Resources Where They Are Needed	137
Distributed Labor/Non-Labor Mix	138

Core Technology Funding (IT Budgets)	139
Education First	139
Distributed Labor/Non-Labor Mix	140
Core Structure Allocation Model.....	141
Summary.....	142
Chapter 8: Five Year Outlook	143
Introduction	143
Fiscal Forecasts	143
Capital Cost Projections..	144
Expense Budget Outlook	145
Labor Outlook.....	146
Information Technology Zero-based Budget Plans	147
Technology Budget Plans (with Decision Packages)	148
Technology Staff Hardware Currency Plan.....	150
Special Function Hardware Replacement Plan.....	151
Special Function Software Replacement Plan	152
Functional Area Training Plan Budget	153
Technology Roadmaps.....	154
Outcomes Assessment	154
External Assessment and Benchmarking	154
Most Wired Criteria	154
Higher Education Visits	160
Industry Advisory and Partnerships.....	160
Annual Campus Computing Project	161
Technology Related Professional Organizations	161
Timelines.....	162
Summary	165
Appendix A	A-1
Position Descriptions: Evolving Standards	A-1
Executive Positions	A-1
Senior Management Positions	A-5
Professional Positions	A-11
Technical (Career) Positions.....	A-31
Appendix B	B-1
Technology Standards.....	B-1
Appendix C	C-1
Technology Acquisitions	C-1
Appendix D	D-2
Glossary	2
Bibliography	1
Alphabetical by Author	1
Alphabetical by Title.....	4
Credits	1

Index of Figures

Chapter 3

3.01: Technology Enablement Model.....	P. 20
3.02: Information Levels and Functions	P. 20
3.03: Multi-Level Architecture (3-Platform Design)	P. 21
3.04: eXtreme Programming Methodology: Four Quadrants	P. 24

Chapter 4

4.01: Technology Organization Structure	P. 28
---	-------

Chapter 5

5.01: Security - Account Creation Process Faculty	P.60
5.02: Security - Account Management	P.61

Chapter 6

6.01: ORION Modules and Sub-Systems Relationship	P. 108
6.02: j2ee VS. .NET.....	P. 111
6.03: ARTEMIS Student Portal	P. 114
6.04: Grade Input Process - Faculty.....	P. 116
6.05: Grade Input Process Student.....	P. 117
6.06: Data Network Systems.....	P. 125
6.07: Telecommunications Network	P. 128
6.08: Video Teleconferencing Services	P. 130

Chapter 7

7.01: Collegewide Technology Funding as Percent of Total Funds	P. 134
7.02: Educational vs. Administrative Allocations of Collegewide Technology Funds	P. 135
7.03: Capital Expense Budget for Technology Percent Distribution by Function	P. 136
7.04: Core (Centralized) IT Managed vs. Distributed Technology Funds ...	P. 137
7.05: Distributed Technology Funds by Labor versus Non-Labor	P. 138
7.06: Educational vs. Administrative Allocations of Core Technology Funds (IT Budgets)	P. 139

7.07: Core Technology Funds by Labor vs. Non-Labor	P. 140
7.08: Percentage Distribution of Core Technology Funds by Department ...	P. 141

Chapter 8

8.01: IT Capital Projections	P. 145
8.02: IT Expense Projections	P. 146
8.03: IT Staffing Projections.....	P. 147
8.04: IT Budget Projections (Zero-based)	P. 148
8.05: Zero-base Budgeting and Decision Packs	P. 149
8.06: IT (Staff) Hardware Refresh	P. 150
8.07: IT Hardware Replacement	P. 151
8.08: IT Software Replacement	P. 152
8.09: IT Staff Training	P. 153
8.10: Technology Milestones	P. 163
8.11 : Technology Timeline.....	P. 164

Appendix B

B.O1: Smart Classroom Standards	P. B-2
B.O2: Desktop/Laptop/Server Standards.....	P. B-3
B.O3: Monitor Standards.....	P. B-4
B.O4: Printer Standards	P. B-5
B.O5: Peripherals Standards.....	P. B-6
B.O6: Memory Standards	P. B-7

Appendix C

C.O1: Purchase of Standard and Non-standard Hardware	P. C-3
C.O2: Purchase of Standard and Non-standard Software	P. C-5

Appendix D

D.O1: Opportunities for Interagency Sharing.....	P. D-15
D.O2: Enterprise Resource Planning and Management	P. D-16

Acknowledgements

Although, as Vice President and CIO, I am responsible for technology at Florida Community College, including the production of this plan, the advancements and achievements that we realize on behalf of the College are the product of extremely effective team work.

This plan could not have been produced without the contributing efforts of the following professionals:

Sheila Bambacus Webmaster

Maria Benavides Manager of Data Center Operations

Monica DeTure Multimedia Systems Analyst (Instructional Designer)

Paul Freeman Director of Data Systems

Rusty Gardner
.....Manager of the Applied Center for Instructional Design (ACID)

Bill JonesLead Courseware Support Analyst

Chris MartinLead E-Systems Developer

Michelle Nifong..... Administrative Assistant

Don Harris Director, Advanced Technology

Claire ReetzFaculty Fellow ACID

Dennis Reiman Director, E-Systems Technologies

Dr. Norm SchusslerAssociate Vice President of Educational Technologies;
CTO; Associate Chief Information Officer

Kem Siddons..... Associate Vice President of MIS/DSS

Ron SmithNetwork Design & Support Manager

Linda Swanson..... Database Administrator

Kelly Thomas Administrative Assistant to the CIO

Ian Vanhoof Director of Multimedia Technologies

Chrystal Wickline Multimedia Author

Thanks to all of them for their usual exceptional work and unwavering commitment to quality.

Dr. Rob Rennie, Vice President, Technology & CIO
Florida Community College @ Jacksonville

Foreword

“Change ~~in~~ all things is sweet.” -Aristotle

Upon joining Florida Community College in 1997, my first order of business was to build the foundation that would be necessary to advancing the *good* college I had inherited into an exceptionally great institution of higher education.

Critical elements of this foundation for achieving greatness would include the creation of a new forward-thinking and extraordinarily talented leadership team that would meet the many challenges of pursuing greatness as a college, re-development of institutional culture and focus consistent with becoming a better organization, and complete transformation of the College from a technological backwater to a clear leader in technology.

I am pleased to report that we have been very successful in these endeavors. The new leadership team is outstanding and included the employment of the new Vice President, Technology, who would serve as the College’s first Chief Information Officer (CIO).

The CIO was charged with creating a vision for technology consistent with the College becoming a technology leader and then causing that vision to be realized. Although the vision created was extremely impressive, the realization of the vision can only be described as remarkable. As a result, Florida Community College has truly become one of the most advanced technological environments in higher education.

This new five year plan for technology presents the College’s technology vision, mission, and goals as well as collegewide initiatives (core components of the College’s educational master plan) related to technology; the architecture, management and structure, fiscal resources, and five year outlook; and other significant information related to the College’s technology position and plans for the future.

I believe this plan will prove to be a valuable resource for anyone who is affected by, or has an interest in, technology at Florida Community College or in higher education. This plan will serve as a guide for the College as it strives to solidify its newfound position as a technology leader and enhance its ability to compete successfully in the higher education market of the global information age.

Dr. Steven R. Wallace, College President
Florida Community College at Jacksonville



FLORIDA DEPARTMENT OF EDUCATION

CHARLIE CRIST
COMMISSIONER

October 22, 2001

Mr. George McDonald
USAC Vice President
Schools and Libraries Division
P. O. Box 7026
Lawrence, KS 66044-7026

RE: Pending Legal Opinion on E-Rate Eligibility Case # 65320

Dear Sir:

We are writing to urge your positive finding that Florida's secondary schools, which are located within community colleges, are eligible for the E-Rate reimbursement under the program for universal services discounts. Florida Community College at Jacksonville (FCCJ) was originally encouraged to apply as potentially eligible but has since been referred for a legal opinion (Case # 65320).

In Florida, half of the state offers secondary education and secondary vocational services in vocational technical schools administered by the school districts, and the other half of the state offers the exact same services by the community college system. The community college system grew out of the public school system, and many years ago some districts delegated those duties to the community colleges. Both of these systems meet the requirements of the federal law in that both provide instruction at or below the 12th grade level.

The federal law (47 C.F.R. 54.500 (a)) states: "A secondary school is a non-profit day or residential school that provides secondary education, as **determined under state law**. A secondary school does not offer education beyond grade 12."

Florida law does not have a specific definition for secondary school but does have one for "school," which includes community colleges.

FLORIDA ATLANTIC UNIVERSITY TOWER
220 S.E. 2ND AVENUE, #726
Ft. LAUDERDALE, FLORIDA 33301
(954) 762-5322
Fax (954) 762-5197

THE CAPITOL
PLAZA LEVEL 08
TALLAHASSEE, FLORIDA 32399-0400
(850) 487-1785 • SC 277-1785
Fax (850) 413-0378 • SC 993-0378

UNIVERSITY OF SOUTH FLORIDA, ST. PETERSBURG CAMPUS
POY 248, 140 7TH AVENUE SOUTH
St. PETERSBURG, FLORIDA 33701
1727) 553-3730
Fax (727) 553-1033

<http://www.firn.edu/doe>

F.S. 228.041 (5) SCHOOL A school is an organization of pupils for instructional purposes on an elementary, secondary or other public school level, approved under regulations of the Commissioner of Education or state board.

Florida treats the vocational technical schools and the secondary schools within community colleges exactly the same, as they both offer instruction at or below the 12th grade level. They are funded the same and have the same performance and reporting requirements. Both receive other federal funds for this type of instruction. Students attending vocational technical schools are eligible for the E-Rate reimbursement and likewise students attending community colleges should be also. These specific secondary school programs do not offer instruction beyond the 12th grade.

Though not mentioned in the federal law, the Schools and Library Division of the Universal Services Administration advises Florida that a community college could only be eligible, if the instruction for students at the 12th grade or below was in a **separate facility with a separate budget** where telecommunications eligible charges could be easily identified. This arbitrary requirement is not based on rule or law and does not treat all eligible parties equally. Further, it causes unnecessary administrative duplication with higher costs at a time when Florida is doing everything within its power to control costs and force funds into the classroom.

Florida places a high value on achieving cost-saving efficiencies through joint-use facilities and collapsed administrative costs. This is apparent through multiple joint-use facilities; some campuses have all levels of educational facilities on the same property. Requiring separate facilities and separate budgets is arbitrary and inefficient. There are other ways to identify cost centers that correlate to levels of instruction - the use of FTE for levels of instruction is universal and certainly applicable to this issue. Changing the reporting method could save millions in administrative overhead for states.

Florida Community College at Jacksonville has been offering instruction at or below the 12th grade level for 30 years. They grant more high school diplomas than any stand-alone public high school in Jacksonville. While we acknowledge that funding is determined by a snapshot of eligible students at a given time, it is significant to note that almost 39 percent of FCCJ's FTE is directed specifically to instruction at or below the 12th grade level. Among the 28 community colleges,

George McDonald
October 22, 2001
Page Three

FCCJ is by far the largest provider of secondary services in the state. Most community colleges in Florida do not have the number of students and programs targeted to this level of instruction because vocational technical schools provide those services. However, there are several other community colleges that do provide similar services and should also be eligible for the universal services discounts for their secondary programs with instruction at or below the 12th grade level.

One area of the state should not be disenfranchised because of geography and governance when the instruction is the same. All students receiving public school instruction at or below the 12th grade should be uniformly eligible for the E-Rate reimbursement. These funds are designated by federal law for this level of instruction and should be uniformly available to help fund access and infrastructure for all who are eligible regardless of where they live. Finally, educational institutions should not be penalized for achieving cost-saving efficiencies through shared facilities and collapsed administrative budgets.

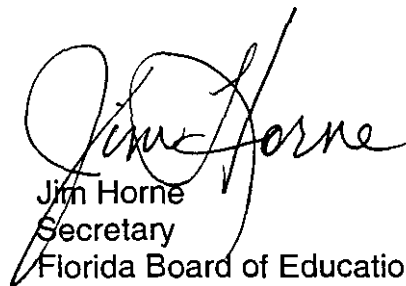
We hope that you will encourage FCCJ's to apply and find them eligible for universal services discounts.

Sincerely,



Charlie Crist

Commissioner of Education
State of Florida



Jim Horne
Secretary

Florida Board of Education

CC: Florida Congressional Delegation
Dr. Steven R. Wallace, President, Florida Community College at
Jacksonville